



## RICHMOND DRIVE ELEMENTARY

1162 Richmond Drive  
Rock Hill, South Carolina

<b>Grades</b>	K-5 Elementary School	
<b>Enrollment</b>	524 Students	
<b>Principal</b>	Patrick Maness	803-981-1930
<b>Superintendent</b>	Lynn P. Moody	803-981-1000
<b>Board Chair</b>	Bob Norwood	803-981-1000

# THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2010</b>	<b>Good</b>	<b>Average</b>
2009	Average	Average
2008	Average	Average
2007	Average	At-Risk
2006	Good	Below Average

## DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

## SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2009-10 whose 2008-09 test scores were located

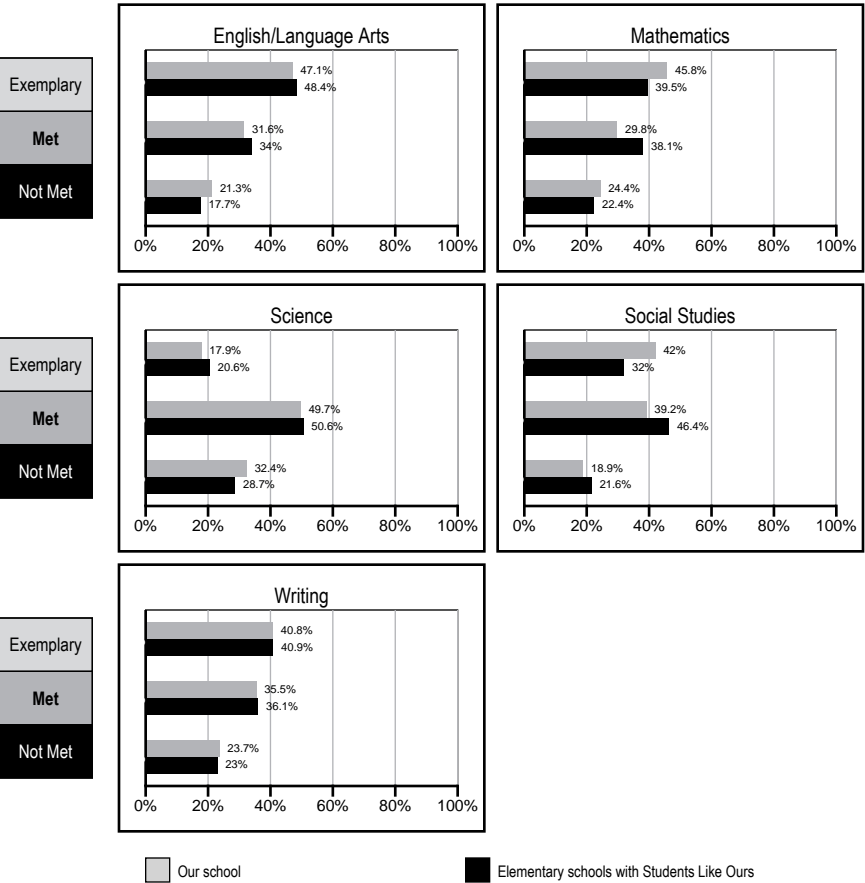
96.5%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
24	38	31	0	0

\* Ratings are calculated with data available by 03/09/2011.

Palmetto Assessment of State Standards (PASS)



\* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

## School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
<b>Students (n=524)</b>				
First graders who attended full-day kindergarten	80.7%	Down from 100.0%	100.0%	100.0%
Retention rate	0.4%	No Change	1.2%	1.2%
Attendance rate	96.5%	Down from 96.8%	96.2%	96.1%
Eligible for gifted and talented	16.2%	Up from 14.7%	16.0%	11.7%
With disabilities other than speech	7.1%	Down from 8.3%	7.5%	8.0%
Older than usual for grade	0.0%	Down from 0.2%	0.3%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=35)</b>				
Teachers with advanced degrees	62.9%	Down from 64.9%	62.2%	60.5%
Continuing contract teachers	91.4%	Up from 89.2%	86.8%	84.6%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	89.0%	Up from 85.8%	89.6%	87.0%
Teacher attendance rate	97.2%	Up from 94.3%	95.5%	95.4%
Average teacher salary*	\$50,524	Up 1.7%	\$48,096	\$47,288
Professional development days/teacher	13.7 days	Up from 9.3 days	10.7 days	10.5 days
<b>School</b>				
Principal's years at school	10.0	Up from 9.0	5.0	4.0
Student-teacher ratio in core subjects	21.3 to 1	Up from 20.6 to 1	19.9 to 1	19.2 to 1
Prime instructional time	93.1%	Up from 90.0%	90.9%	90.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 98.3%	100.0%	100.0%
Character development program	Average	Down from Good	Excellent	Excellent
Dollars spent per pupil**	\$6,335	Down 9.3%	\$6,951	\$7,548
Percent of expenditures for instruction**	76.3%	Up from 75.1%	69.2%	68.7%
Percent of expenditures for teacher salaries**	74.5%	Up from 71.0%	66.3%	65.1%

\* Includes current year teachers contracted for 185 or more days.

\*\* Prior year audited financial data are reported.

## Abbreviations for Missing Data

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# Report of Principal and School Improvement Council

Richmond Drive Elementary is proud of many accomplishments in 2009-2010. First and foremost, it was selected to become a School of Choice for Foreign Language. After piloting and implementing a Spanish immersion program for third through fifth grade, the school will expand language instruction to all kindergarten through fifth graders starting in August of 2010. The staff also developed an intervention plan process that diagnosed specific learning difficulties based on an analysis of assessment data. From this diagnostic process, strategies were tailored to address children's needs for acceleration or remediation. The faculty continued to track student progress using data as their guide. Teachers implemented an investigative, problem-based approach to math instruction called the Math Workshop. Rather than teaching a skill and giving practice items, teachers present a real-world problem and guide students in using available math tools to solve it. This process is much more engaging and authentic for student learning. Upper-grades teachers developed a common approach to help children better understand tests and how to take them. All teachers set learning goals with their students and discussed how they could achieve them. Students were recognized throughout the year in Achievement Assemblies for improvements they made in their academics. Each faculty member chose a student (or two) to mentor throughout the year. This gave identified students support to accomplish the goals they set for themselves. All of these strategies focused on students improving their academic achievement.

The school community worked together in many other ways to support children. Westminster Presbyterian Church, First Assembly of God, and Rock Hill Bible Fellowship partnered with Richmond Drive to sponsor a Back to School Fair. Families received school supplies and information to get a great start to the year. The PTO held a Fall Festival and led several fundraisers to provide support for student field trips, assemblies, and classroom needs. The children went on field studies to Brattonsville, the Carroll School, Camp Thunderbird, Columbia, Murrells Inlet, Discovery Place, Kings Mountain National Park, and in our local neighborhood, too. Rock Hill Parks and Recreation allowed the school to set up and play at Fewell Park for Field Day in the spring. Families brought lawn chairs and food for a Spring Sing at Richmond Drive, where all students showed off their music, dance, and art talents. The children gave back to the community as well. Pennies for Pasta raised nearly \$2,000 for the Leukemia Society, and a large portion of all Book Fair proceeds went to the Red Cross for the Haiti Earthquake Relief. Students and faculty did a yard sale that raised \$1,500 for a student who has cancer. To end the year, Westminster Presbyterian Church hosted the fifth grade commencement in their sanctuary. At the ceremony, a salutorian from South Point High School who is a former RDES student, encouraged fifth graders to pursue their dreams. Richmond Drive recognizes the value in parents, faculty, and community members working together to help make a difference in the lives of children.

Rebecca Gilleland, School Improvement Council Chair  
Patrick Maness, Principal

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	34	39	26
Percent satisfied with learning environment	100.0%	100.0%	100.0%
Percent satisfied with social and physical environment	100.0%	94.9%	95.8%
Percent satisfied with school-home relations	91.2%	100.0%	100.0%

\* Only students at the highest elementary school grade level and their parents were included.

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No Child Left Behind

School Adequate Yearly Progress	YES
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This school met 17 out of 17 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	
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School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	0.2%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	0.0%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.5%	94.0%*	Yes

\* Or greater than last year

**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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**English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)**

All Students	243	97.9	21.3	31.6	47.1	88.9	85	83.5	Yes	Yes
<b>Gender</b>										
Male	109	97.3	27.5	33.3	39.2	84.3	81.2	80.1	N/A	N/A
Female	134	98.5	16.3	30.1	53.7	92.7	88.9	87	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	125	98.4	12.6	30.3	57.1	94.1	91.6	89.6	Yes	Yes
African American	77	98.7	31.4	37.1	31.4	84.3	75.8	74.6	Yes	Yes
Asian/Pacific Islander	9	I/S	I/S	I/S	I/S	I/S	97.4	92.7	I/S	I/S
Hispanic	32	93.8	33.3	29.6	37	77.8	78.1	79.6	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	76	85.1	I/S	I/S
<b>Disability Status</b>										
Disabled	33	90.9	65.5	20.7	13.8	48.3	55.3	51.7	I/S	I/S
<b>Migrant Status</b>										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	28	92.9	37.5	25	37.5	75	74.9	79	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	131	97	28	39	33.1	83.9	77.5	76.9	Yes	Yes

**Mathematics - State Performance Objective = 57.8% (Met or Exemplary)**

All Students	243	99.6	24.4	29.8	45.8	83.6	83.7	80.4	Yes	Yes
<b>Gender</b>										
Male	109	100	29.4	25.5	45.1	79.4	81.2	78.4	N/A	N/A
Female	134	99.3	20.3	33.3	46.3	87	86.3	82.5	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	125	100	16.8	22.7	60.5	86.6	90.7	87.8	Yes	Yes
African American	77	98.7	34.3	37.1	28.6	78.6	73.3	69.3	Yes	Yes
Asian/Pacific Islander	9	I/S	I/S	I/S	I/S	I/S	95.4	93.5	I/S	I/S
Hispanic	32	100	37	40.7	22.2	81.5	80.3	78.3	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	76	83.2	I/S	I/S
<b>Disability Status</b>										
Disabled	33	100	62.1	13.8	24.1	44.8	51.1	46.1	I/S	I/S
<b>Migrant Status</b>										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	71.4	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	28	100	37.5	33.3	29.2	83.3	78.1	78.9	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	131	100	28.8	38.1	33.1	82.2	75.3	72.8	Yes	Yes

\* Adjusted to account for natural variation in performance.

**Abbreviations for Missing Data**

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
<b>Science</b>								
All Students	155	99.4	31.9	50	18.1	68.1	70.3	67.3
<b>Gender</b>								
Male	66	98.5	30	45	25	70	69.8	66.9
Female	89	100	33.3	53.6	13.1	66.7	70.9	67.7
<b>Racial/Ethnic Group</b>								
White	78	100	18.9	54.1	27	81.1	83.7	79.6
African American	49	98	55.6	40	4.4	44.4	50.7	49.7
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	91.1	84.4
Hispanic	22	100	26.3	63.2	10.5	73.7	61.1	59.4
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	65.5	69.5
<b>Disability Status</b>								
Disabled	21	100	57.9	36.8	5.3	42.1	38.9	33.8
<b>Migrant Status</b>								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	36.5
<b>English Proficiency</b>								
Limited English Proficient	20	100	17.6	70.6	11.8	82.4	58.3	58.6
<b>Socio-Economic Status</b>								
Subsidized meals	82	98.8	39.7	50.7	9.6	60.3	56.4	55.4

**Social Studies**

All Students	155	99.4	18.9	39.2	42	81.1	74.3	70.9
<b>Gender</b>								
Male	68	100	20	35.4	44.6	80	73	70.1
Female	87	98.9	17.9	42.3	39.7	82.1	75.6	71.7
<b>Racial/Ethnic Group</b>								
White	82	100	14.1	34.6	51.3	85.9	82.9	79.2
African American	46	97.8	28.6	42.9	28.6	71.4	61.2	58.4
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	91.8	86.8
Hispanic	21	100	17.6	58.8	23.5	82.4	69.6	68
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	68.2	71.2
<b>Disability Status</b>								
Disabled	23	95.7	35	45	20	65	43.2	39.3
<b>Migrant Status</b>								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
<b>English Proficiency</b>								
Limited English Proficient	20	100	11.8	47.1	41.2	88.2	73.1	68
<b>Socio-Economic Status</b>								
Subsidized meals	87	98.9	23.1	43.6	33.3	76.9	63.4	60.8

Abbreviations for Missing Data

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**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
<b>Writing</b>										
All Students	240	98.8	23.7	35.5	40.8	76.3	73.5	72.1	96.5	96.5
<b>Gender</b>										
Male	107	99.1	32	35.9	32	68	66.5	65.2	96.3	96.4
Female	133	98.5	16.8	35.2	48	83.2	80.7	79.2	96.6	96.6
<b>Racial/Ethnic Group</b>										
White	123	100	16	36.1	47.9	84	83.5	80.8	96.1	96.4
African American	75	98.7	31.9	36.1	31.9	68.1	59.2	59.7	96.9	96.7
Asian/Pacific Islander	9	I/S	I/S	I/S	I/S	I/S	92.1	87	97.8	97.5
Hispanic	32	96.9	35.7	35.7	28.6	64.3	64.3	64.6	96.7	96.3
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	64.3	73.4	N/A	94.9
<b>Disability Status</b>										
Disabled	34	97.1	66.7	20	13.3	33.3	32.4	27.7	95.2	95.6
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	28	96.4	40	32	28	60	60.1	63.7	97.1	96.7
<b>Socio-Economic Status</b>										
Subsidized meals	129	99.2	33.1	39.7	27.3	66.9	61.6	61.9	96.2	96

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	86	100	21	25.9	53.1	79
	4	87	100	22.9	39.8	37.3	77.1
	5	81	100	24	46.7	29.3	76
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	92	96.7	23.5	18.8	57.6	76.5
	4	69	97.1	20.6	38.1	41.3	79.4
	5	82	100	19.5	40.3	40.3	80.5
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Mathematics							
2009	3	86	100	21	27.2	51.9	79
	4	87	100	27.7	38.6	33.7	72.3
	5	81	100	29.3	34.7	36	70.7
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	92	100	24.7	28.2	47.1	75.3
	4	69	98.6	20.6	28.6	50.8	79.4
	5	82	100	27.3	32.5	40.3	72.7
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Science							
2009	3	44	100	38.1	50	11.9	61.9
	4	87	100	30.1	55.4	14.5	69.9
	5	42	100	39.5	52.6	7.9	60.5
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	47	97.9	39.5	37.2	23.3	60.5
	4	68	100	23.8	63.5	12.7	76.2
	5	40	100	36.8	42.1	21.1	63.2
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2009	3	42	100	10.3	30.8	59	89.7
	4	87	100	18.1	55.4	26.5	81.9
	5	39	100	27	51.4	21.6	73
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	45	100	12.2	26.8	61	87.8
	4	68	100	12.7	47.6	39.7	87.3
	5	42	97.6	35.9	38.5	25.6	64.1
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Writing							
2009	3	88	98.9	20.5	19.3	60.2	79.5
	4	88	98.9	26.2	47.6	26.2	73.8
	5	80	100	27.3	44.2	28.6	72.7
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	90	97.8	25.9	31.8	42.4	74.1
	4	71	98.6	28.8	34.8	36.4	71.2
	5	79	100	16.9	40.3	42.9	83.1
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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